

A5I Acceptance of responsibility for own actions

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low priority	1	1	.1	.1	.1
	2	5	.6	.6	.8
	3	41	5.2	5.2	6.0
	4	208	26.2	26.5	32.5
High priority	5	529	66.5	67.5	100.0
	.	11	1.4	Missing	
Total		795	100.0	100.0	

Valid cases 784 Missing cases 11

A5J Respect for the ideas and beliefs of others

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low priority	1	2	.3	.3	.3
	2	12	1.5	1.5	1.8
	3	98	12.3	12.6	14.4
	4	260	32.7	33.3	47.7
High priority	5	408	51.3	52.3	100.0
	.	15	1.9	Missing	
Total		795	100.0	100.0	

Valid cases 780 Missing cases 15

A5K Abilities to make moral and ethical decisions

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low priority	1	6	.8	.8	.8
	2	17	2.1	2.2	3.0
	3	110	13.8	14.1	17.1
	4	260	32.7	33.4	50.4
High priority	5	386	48.6	49.6	100.0
	.	16	2.0	Missing	
Total		795	100.0	100.0	

Valid cases 779 Missing cases 16

A5L Understanding and appreciation of entrepreneurship

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low priority	1	10	1.3	1.3	1.3
	2	38	4.8	4.9	6.2
	3	200	25.2	25.9	32.1
	4	305	38.4	39.5	71.6
High priority	5	219	27.5	28.4	100.0
	.	23	2.9	Missing	
Total		795	100.0	100.0	

Valid cases 772 Missing cases 23

A5M Communication and computer technology skills

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low priority	1	2	.3	.3	.3
	2	12	1.5	1.5	1.8
	3	77	9.7	9.9	11.7
	4	261	32.8	33.5	45.1
High priority	5	428	53.8	54.9	100.0
	.	15	1.9	Missing	
Total		795	100.0	100.0	

Valid cases 780 Missing cases 15

A7A Should employers be more involved in education?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	581	73.1	74.5	74.5
No	2	94	11.8	12.1	86.5
Don't know	3	105	13.2	13.5	100.0
	.	15	1.9	Missing	
Total		795	100.0	100.0	

Valid cases 780 Missing cases 15

A7B Should government attempt to encourage employers to become more involved in education?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	544	68.4	69.7	69.7
No	2	149	18.7	19.1	88.7
Don't know	3	88	11.1	11.3	100.0
	.	14	1.8	Missing	
Total		795	100.0	100.0	

Valid cases 781 Missing cases 14

A7C If you answered "yes" to Question 7b, how appropriate are each of the following options open to government to encourage employers to become more involved in education?**A7C1 Legislate it as a requirement of employers**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not appropriate	1	345	63.4	65.0	65.0
	2	72	13.2	13.6	78.5
	3	61	11.2	11.5	90.0
	4	34	6.3	6.4	96.4
Very appropriate	5	19	3.5	3.6	100.0
	.	13	2.4	Missing	
Total		544	100.0	100.0	

Valid cases 531 Missing cases 13

A7C2 Provide tax incentives

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not appropriate	1	74	13.6	13.7	13.7
	2	45	8.3	8.3	22.1
	3	121	22.2	22.4	44.5
	4	147	27.0	27.3	71.8
Very appropriate	5	152	27.9	28.2	100.0
	.	5	.9	Missing	
Total		544	100.0	100.0	

Valid cases 539 Missing cases 5

A7C3 Provide information regarding long-term advantages to employers

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not appropriate	1	10	1.8	1.9	1.9
	2	17	3.1	3.2	5.0
	3	90	16.5	16.8	21.8
	4	141	25.9	26.3	48.1
Very appropriate	5	278	51.1	51.9	100.0
	.	8	1.5	Missing	
Total		544	100.0	100.0	

Valid cases 536 Missing cases 8

A7C4 Provide information about approaches used in other jurisdictions

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not appropriate	1	15	2.8	2.8	2.8
	2	19	3.5	3.6	6.4
	3	109	20.0	20.6	27.1
	4	163	30.0	30.9	58.0
Very appropriate	5	222	42.8	42.0	100.0
	.	16	2.9	Missing	
Total		544	100.0	100.0	

Valid cases 528 Missing cases 16

A8 The following are options that the provincial government could use to encourage the education sector to become more involved with employers. Which of these would you consider to be appropriate?

A8A Requiring school board policy on employer partnerships

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	376	47.3	48.5	48.5
No	2	258	32.5	33.3	81.8
Don't know	3	141	17.7	18.2	100.0
	.	20	2.5	Missing	
Total		795	100.0	100.0	

Valid cases 775 Missing cases 20

A8B Making student involvement at a workplace compulsory

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	233	29.3	29.9	29.9
No	2	457	57.5	58.7	88.6
Don't know	3	89	11.2	11.4	100.0
.	.	16	2.0	Missing	
Total		795	100.0	100.0	
Valid cases	779	Missing cases	16		

A8C Establish a code of ethics (what partnerships are/are not acceptable)

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	579	72.8	74.5	74.5
No	2	105	13.2	13.5	88.0
Don't know	3	93	11.7	12.0	100.0
.	.	18	2.3	Missing	
Total		795	100.0	100.0	
Valid cases	777	Missing cases	18		

A8D Provide funding incentives

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	469	59.0	60.3	60.3
No	2	213	26.8	27.4	87.7
Don't know	3	96	12.1	12.3	100.0
.	.	17	2.1	Missing	
Total		795	100.0	100.0	
Valid cases	778	Missing cases	17		

A8E Provide for consultative advice

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	592	74.5	76.5	76.5
No	2	108	13.6	14.0	90.4
Don't know	3	74	9.3	9.6	100.0
.	.	21	2.6	Missing	
Total		795	100.0	100.0	
Valid cases	774	Missing cases	21		

A8F Require students to maintain a file of samples of their work demonstrating the skills they offer to employers

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	477	60.0	61.4	61.4
No	2	187	23.5	24.1	85.5
Don't know	3	113	14.2	14.5	100.0
.	.	18	2.3	Missing	
Total		795	100.0	100.0	

Valid cases 777 Missing cases 18

A9 Not all partnership opportunities may be appropriate by virtue of the politics, ethics or activities of the employer partner. How appropriate would you rate the following approaches?

A9A Selection left to school boards

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	152	19.1	20.0	20.0
	2	130	16.4	17.1	37.1
	3	214	26.9	28.1	65.2
	4	128	16.1	16.8	82.0
Very appropriate	5	137	17.2	18.0	100.0
	.	34	4.3	Missing	
Total		795	100.0	100.0	

Valid cases 761 Missing cases 34

A9B Selection left to principals or teachers

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	78	9.8	10.2	10.2
	2	83	10.4	10.9	21.1
	3	168	21.1	22.0	43.1
	4	203	25.5	26.6	69.6
Very appropriate	5	232	29.2	30.4	100.0
	.	31	3.9	Missing	
Total		795	100.0	100.0	

Valid cases 764 Missing cases 31

A9C Screening of employers by parent groups/school councils

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	121	15.2	15.9	15.9
	2	102	12.8	13.4	29.3
	3	210	26.4	27.6	56.9
	4	189	23.8	24.8	81.7
Very appropriate	5	139	17.5	18.3	100.0
	.	34	4.3	Missing	
Total		795	100.0	100.0	

Valid cases 761 Missing cases 34



A9D Screening of employers by students

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	193	24.3	25.5	25.5
	2	141	17.7	18.7	44.2
	3	194	24.4	25.7	69.8
	4	134	16.9	17.7	87.6
Very appropriate	5	94	11.8	12.4	100.0
	.	39	4.9	Missing	
Total		795	100.0	100.0	
Valid cases	756	Missing cases	39		

A9E Provision of guidelines by Alberta Education

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	70	8.8	9.1	9.1
	2	59	7.4	7.7	16.8
	3	182	22.9	23.7	40.5
	4	221	27.8	28.8	69.4
Very appropriate	5	235	29.6	30.6	100.0
	.	28	3.5	Missing	
Total		795	100.0	100.0	
Valid cases	767	Missing cases	28		

A9F School boards establish selection criteria

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	69	8.7	9.1	9.1
	2	70	8.8	9.3	18.4
	3	207	26.0	27.4	45.8
	4	225	28.3	29.8	75.5
Very appropriate	5	185	23.3	24.5	100.0
	.	39	4.9	Missing	
Total		795	100.0	100.0	
Valid cases	756	Missing cases	39		

A10 Not all of the messages that students could receive may be appropriate because of the lack of balance given to alternative beliefs, attitudes or values. How appropriate would you rate the following approaches?

A10A Policy to ensure students receive a balanced perspective

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	82	10.3	10.7	10.7
	2	61	7.7	8.0	18.6
	3	162	20.4	21.1	39.8
	4	183	23.0	23.9	63.6
Very appropriate	5	279	35.1	36.4	100.0
	.	28	3.5	Missing	
Total		795	100.0	100.0	
Valid cases	767	Missing cases	28		



A10B Require parental permission prior to participation

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	69	8.7	9.0	9.0
	2	71	8.9	9.2	18.2
	3	143	18.0	18.6	36.8
	4	168	21.1	21.8	58.6
Very appropriate	5	318	40.0	41.4	100.0
	.	26	3.3	Missing	
Total		795	100.0	100.0	
Valid cases	769	Missing cases	26		

A11 Some partnerships may not involve exclusively educational messages to students but, instead, are also promotional; e.g. tours and free samples. Should government be concerned about such situations?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	377	47.4	48.1	48.1
No	2	306	38.5	39.0	87.1
Don't know	3	101	12.7	12.9	100.0
	.	11	1.4	Missing	
Total		795	100.0	100.0	
Valid cases	784	Missing cases	11		

A12 Some involvement of employers in schools is of a sponsorship nature; e.g. sponsored scoreboards in school gymnasiums. Should sponsorship by employers be controlled or limited in the school system?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	401	50.4	51.5	51.5
No	2	287	36.1	36.9	88.4
Don't know	3	90	11.3	11.6	100.0
	.	17	2.1	Missing	
Total		795	100.0	100.0	
Valid cases	778	Missing cases	17		

A13 If a number of good employer partnering opportunities exist but time or resources will permit only one, how appropriate would the following options be?**A13A Best learning opportunity as selected by educators**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	28	3.5	3.7	3.7
	2	49	6.2	6.4	10.1
	3	121	15.2	15.9	26.0
	4	199	25.0	26.1	52.1
Very appropriate	5	365	45.9	47.9	100.0
	.	33	4.2	Missing	
Total		795	100.0	100.0	
Valid cases	762	Missing cases	33		

A13B Student preferences

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	45	5.7	6.0	6.0
	2	81	10.2	10.8	16.7
	3	233	29.3	30.9	47.7
	4	254	31.9	33.7	81.4
Very appropriate	5	140	17.6	18.6	100.0
	.	42	5.3	Missing	
Total		795	100.0	100.0	
Valid cases	753	Missing cases	42		

A13C Timing or receipt of application

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	235	29.6	31.7	31.7
	2	156	19.6	21.0	52.7
	3	202	25.4	27.2	79.9
	4	100	12.6	13.5	93.4
Very appropriate	5	49	6.2	6.6	100.0
	.	53	6.7	Missing	
Total		795	100.0	100.0	
Valid cases	742	Missing cases	53		

A13D Random draw

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	421	53.0	58.1	58.1
	2	136	17.1	18.8	76.8
	3	118	14.8	16.3	93.1
	4	23	2.9	3.2	96.3
Very appropriate	5	27	3.4	3.7	100.0
	.	70	8.8	Missing	
Total		795	100.0	100.0	
Valid cases	725	Missing cases	70		

A14 There may be a concern that too many schools will be pursuing partnering relationships with the same employers. If this were to happen, do you think that employers might reduce or eliminate their involvement in education partnerships?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	365	45.9	46.8	46.8
No	2	218	27.4	27.9	74.7
Don't know	3	197	24.8	25.3	100.0
	.	15	1.9	Missing	
Total		795	100.0	100.0	
Valid cases	780	Missing cases	15		

A15 If it was to happen that too many schools were pursuing the same employers, do you think it would be appropriate for an agency to act as a clearing house for education partnerships?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	346	43.5	44.2	44.2
No	2	303	38.1	38.7	83.0
Don't know	3	133	16.7	17.0	100.0
	.	13	1.6	Missing	
Total		795	100.0	100.0	
Valid cases	782	Missing cases	13		

A16 Should employers be represented on provincial boards or agencies addressing:

A16A Education curriculum

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	486	61.1	62.5	62.5
No	2	199	25.0	25.6	88.0
Don't know	3	93	11.7	12.0	100.0
	.	17	2.1	Missing	
Total		795	100.0	100.0	
Valid cases	778	Missing cases	17		

A16B Education policy

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	391	49.2	50.5	50.5
No	2	268	33.7	34.6	85.0
Don't know	3	116	14.6	15.0	100.0
	.	20	2.5	Missing	
Total		795	100.0	100.0	
Valid cases	775	Missing cases	20		

A17 A high percentage of students in high school plan to go to university, however, a much smaller percentage actually enter any post-secondary institution immediately after high school. This results in a large number of students entering the work force before they planned to do so. How appropriate do you feel each of the following public education strategies is related to this issue?

A17A Provide job-readiness training to all high school students

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	38	4.8	4.9	4.9
	2	58	7.3	7.4	12.3
	3	126	15.8	16.2	28.5
	4	229	28.8	29.4	57.9
Very appropriate	5	328	41.3	42.1	100.0
	.	16	2.0	Missing	
Total		795	100.0	100.0	
Valid cases	779	Missing cases	16		



A17B Provide basic job-readiness training to high school students who do not plan to attend a post-secondary institution

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	46	5.8	6.0	6.0
	2	50	6.3	6.6	12.6
	3	99	12.5	13.0	25.6
	4	178	22.4	23.3	48.9
Very appropriate	5	390	49.1	51.1	100.0
	.	32	4.0	Missing	
Total		795	100.0	100.0	
Valid cases	763	Missing cases	32		

A17C Provide summer school job-readiness programs that start after students are aware of the status of their post-secondary applications

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	101	12.7	13.2	13.2
	2	78	9.8	10.2	23.3
	3	180	22.6	23.5	46.8
	4	220	27.7	28.7	75.5
Very appropriate	5	188	23.6	24.5	100.0
	.	28	3.5	Missing	
Total		795	100.0	100.0	
Valid cases	767	Missing cases	28		

A17D Do nothing

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	570	71.7	78.0	78.0
	2	76	9.6	10.4	88.4
	3	56	7.0	7.7	96.0
	4	17	2.1	2.3	98.4
Very appropriate	5	12	1.5	1.6	100.0
	.	64	8.1	Missing	
Total		795	100.0	100.0	
Valid cases	731	Missing cases	64		

A17E Require all students to have a minimum number of hours of work experience

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	226	28.4	29.7	29.7
	2	140	17.6	18.4	48.1
	3	183	23.0	24.0	72.1
	4	110	13.8	14.5	86.6
Very appropriate	5	102	12.8	13.4	100.0
	.	34	4.3	Missing	
Total		795	100.0	100.0	
Valid cases	761	Missing cases	34		



A18 Do you consider it appropriate for schools to become involved in assisting employers under the following terms:

A18A On a fee for service basis

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	197	24.8	25.8	25.8
No	2	442	55.6	57.9	83.7
Don't know	3	124	15.6	16.3	100.0
	.	32	4.0	Missing	
Total		795	100.0	100.0	

Valid cases 763 Missing cases 32

A18B As part of a larger reciprocal agreement

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	396	49.8	51.8	51.8
No	2	211	26.5	27.6	79.3
Don't know	3	158	19.9	20.7	100.0
	.	30	3.8	Missing	
Total		795	100.0	100.0	

Valid cases 765 Missing cases 30

A18C No cost to business in order to generate good will

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	249	31.3	32.8	32.8
No	2	364	45.8	48.0	80.8
Don't know	3	146	18.4	19.2	100.0
	.	36	4.5	Missing	
Total		795	100.0	100.0	

Valid cases 759 Missing cases 36

A19 Sometimes the part-time employment of students conflicts with their programs of study. Do you think that employers would be prepared to help educators establish students' programs of study as a higher priority than part-time employment?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	437	55.0	56.8	56.8
No	2	179	22.5	23.3	80.1
Don't know	3	153	19.2	19.9	100.0
	.	26	3.3	Missing	
Total		795	100.0	100.0	

Valid cases 769 Missing cases 26



A20 How would you rate the appropriateness of the following strategies by which employers could assist in establishing schooling as a higher priority for students employed part-time?

A20A Employers require part-time employees to maintain a certain academic standing as a condition of employment

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	120	15.1	15.5	15.5
	2	84	10.6	10.9	26.4
	3	139	17.5	18.0	44.4
	4	211	26.5	27.3	71.7
Very appropriate	5	219	27.5	28.3	100.0
	.	22	2.8	Missing	
Total		795	100.0	100.0	
Valid cases	773	Missing cases	22		

A20B Employers require a letter from a teacher indicating that part-time work will likely not negatively affect studies

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	224	28.2	29.2	29.2
	2	117	14.7	15.3	44.5
	3	148	18.6	19.3	63.8
	4	159	20.0	20.8	84.6
Very appropriate	5	118	14.8	15.4	100.0
	.	29	3.6	Missing	
Total		795	100.0	100.0	
Valid cases	766	Missing cases	29		

A20C Employers notify schools of the names of their part-time staff so schools could be aware of students' jobs

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	198	24.9	25.8	25.8
	2	91	11.4	11.8	37.6
	3	147	18.5	19.1	56.8
	4	182	22.9	23.7	80.5
Very appropriate	5	150	18.9	19.5	100.0
	.	27	3.4	Missing	
Total		795	100.0	100.0	
Valid cases	768	Missing cases	27		

A20D Employers should not do anything

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	399	50.2	54.4	54.4
	2	139	17.5	18.9	73.3
	3	109	13.7	14.9	88.1
	4	42	5.3	5.7	93.9
Very appropriate	5	45	5.7	6.1	100.0
	.	61	7.7	Missing	
Total		795	100.0	100.0	
Valid cases	734	Missing cases	61		



A20E Employers recognize and reward academic achievement

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	64	8.1	8.4	8.4
	2	38	4.8	5.0	13.4
	3	149	18.7	19.5	32.9
	4	205	25.8	26.8	59.7
Very appropriate	5	308	38.7	40.3	100.0
	.	31	3.9	Missing	
Total		795	100.0	100.0	
Valid cases	764	Missing cases	31		

A21 The following have been suggested as ways of improving the integration of employer needs into schools and thereby helping to ease the transition of students from school to work. How appropriate are each of the following?

A21A Including employer representation on school councils

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	121	15.2	15.8	15.8
	2	99	12.5	12.9	28.7
	3	208	26.2	27.2	55.9
	4	186	23.4	24.3	80.2
Very appropriate	5	152	19.1	19.8	100.0
	.	29	3.6	Missing	
Total		795	100.0	100.0	
Valid cases	766	Missing cases	29		

A21B Including employer representation on provincial curriculum advisory groups

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	81	10.2	10.5	10.5
	2	83	10.4	10.8	21.3
	3	200	25.2	25.9	47.2
	4	212	26.7	27.5	74.7
Very appropriate	5	195	24.5	25.3	100.0
	.	24	3.0	Missing	
Total		795	100.0	100.0	
Valid cases	771	Missing cases	24		

A21C Having employers provide advisory services to teachers related to expectations of employers

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	28	3.5	3.6	3.6
	2	33	4.2	4.3	7.9
	3	171	21.5	22.2	30.1
	4	281	35.3	36.5	66.6
Very appropriate	5	257	32.3	33.4	100.0
	.	25	3.1	Missing	
Total		795	100.0	100.0	
Valid cases	770	Missing cases	25		



A21D Providing parents and students with information about employment trends

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all appropriate	1	15	1.9	1.9	1.9
	2	19	2.4	2.5	4.4
	3	106	13.3	13.7	18.1
	4	246	30.9	31.9	50.0
Very appropriate	5	386	48.6	50.0	100.0
	.	23	2.9	Missing	
Total		795	100.0	100.0	
Valid cases	772	Missing cases	23		



SECTION B
Questions for Employers

B1A **Are the expectations employers have for the public education system known and understood by the educational community?**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all understood	1	35	10.5	11.6	11.6
	2	98	29.4	32.6	44.2
	3	101	30.3	33.6	77.7
	4	25	7.5	8.3	86.0
Very well understood	5	3	.9	1.0	87.0
Don't know	6	39	11.7	13.0	100.0
	.	32	9.6	Missing	
Total		333	100.0	100.0	

Valid cases 301 Missing cases 32

B1B **How well do teachers understand the needs of employers?**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all understood	1	46	13.8	14.6	14.6
	2	113	33.9	36.0	50.6
	3	89	26.7	28.3	79.0
	4	28	8.4	8.9	87.9
Very well understood	5	1	.3	.3	88.2
Don't know	6	37	11.1	11.8	100.0
	.	19	5.7	Missing	
Total		333	100.0	100.0	

Valid cases 314 Missing cases 19

B2 **Is there a common understanding among employers of the expectations they have of the educational community?**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	60	18.0	19.2	19.2
No	2	141	42.3	45.0	64.2
Don't know	3	112	33.6	35.8	100.0
	.	20	6.0	Missing	
Total		333	100.0	100.0	

Valid cases 313 Missing cases 20

B3 For each area in which you would be interested in becoming more involved, please indicate which grades of students you would be interested in working with.

B3A1 Advisory role in policy development relating to directions, outputs and standards

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ECS-6	1	31	9.3	100.0	100.0
	.	302	90.7	Missing	
	Total	333	100.0	100.0	
Valid cases	31	Missing cases	302		

B3A2 Advisory role in policy development relating to directions, outputs and standards

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
7-9	2	73	21.9	100.0	100.0
	.	260	78.1	Missing	
	Total	333	100.0	100.0	
Valid cases	73	Missing cases	260		

B3A3 Advisory role in policy development relating to directions, outputs and standards

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10-12	3	155	46.5	100.0	100.0
	.	178	53.5	Missing	
	Total	333	100.0	100.0	
Valid cases	155	Missing cases	178		

B3B1 Advisory role in curriculum development

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ECS-6	1	28	8.4	100.0	100.0
	.	305	91.6	Missing	
	Total	333	100.0	100.0	
Valid cases	28	Missing cases	305		



B3B2 Advisory role in curriculum development

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
7-9	2	70	21.0	100.0	100.0
	.	263	79.0	Missing	
	Total	333	100.0	100.0	
Valid cases	70	Missing cases	263		

B3B3 Advisory role in curriculum development

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10-12	3	143	42.9	100.0	100.0
	.	190	57.1	Missing	
	Total	333	100.0	100.0	
Valid cases	143	Missing cases	190		

B3C1 Student field trips

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ECS-6	1	87	26.1	100.0	100.0
	.	246	73.9	Missing	
	Total	333	100.0	100.0	
Valid cases	87	Missing cases	246		

B3C2 Student field trips

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
7-9	2	107	32.1	100.0	100.0
	.	226	67.9	Missing	
	Total	333	100.0	100.0	
Valid cases	107	Missing cases	226		

B3C3 Student field trips

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10-12	3	136	40.8	100.0	100.0
	.	197	59.2	Missing	
	Total	333	100.0	100.0	
Valid cases	136	Missing cases	197		

B3D1 Cooperative work experience

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ECS-6	1	13	3.9	100.0	100.0
	.	320	96.1	Missing	
	Total	333	100.0	100.0	

Valid cases 13 Missing cases 320

B3D2 Cooperative work experience

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
7-9	2	40	12.0	100.0	100.0
	.	293	88.0	Missing	
	Total	333	100.0	100.0	

Valid cases 40 Missing cases 293

B3D3 Cooperative work experience

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10-12	3	223	67.0	100.0	100.0
	.	110	33.0	Missing	
	Total	333	100.0	100.0	

Valid cases 223 Missing cases 110

B3E1 Teacher secondment into your organization

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ECS-6	1	11	3.3	100.0	100.0
	.	322	96.7	Missing	
	Total	333	100.0	100.0	

Valid cases 11 Missing cases 322

B3E2 Teacher secondment into your organization

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
7-9	2	31	9.3	100.0	100.0
	.	302	90.7	Missing	
	Total	333	100.0	100.0	

Valid cases 31 Missing cases 302



B3E3 Teacher secondment into your organization

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10-12	3	69	20.7	100.0	100.0
	.	264	79.3	Missing	
	Total	333	100.0	100.0	

Valid cases 69 Missing cases 264

B3F1 Provide guest lecturer in a school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ECS-6	1	84	25.2	100.0	100.0
	.	249	74.8	Missing	
	Total	333	100.0	100.0	

Valid cases 84 Missing cases 249

B3F2 Provide guest lecturer in a school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
7-9	2	125	37.5	100.0	100.0
	.	208	62.5	Missing	
	Total	333	100.0	100.0	

Valid cases 125 Missing cases 208

B3F3 Provide guest lecturer in a school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10-12	3	196	58.9	100.0	100.0
	.	137	41.1	Missing	
	Total	333	100.0	100.0	

Valid cases 196 Missing cases 137

B3G1 Your staff secondment to a school to teach

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ECS-6	1	19	5.7	100.0	100.0
	.	314	94.3	Missing	
	Total	333	100.0	100.0	

Valid cases 19 Missing cases 314

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B3G2 Your staff secondment to a school to teach

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
7-9	2	38	11.4	100.0	100.0
	.	295	88.6	Missing	
	Total	333	100.0	100.0	

Valid cases 38 Missing cases 295

B3G3 Your staff secondment to a school to teach

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10-12	3	66	19.8	100.0	100.0
	.	267	80.2	Missing	
	Total	333	100.0	100.0	

Valid cases 66 Missing cases 267

B3H1 Provide funding to a school on "earmarked" or general basis

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ECS-6	1	18	5.4	100.0	100.0
	.	315	94.6	Missing	
	Total	333	100.0	100.0	

Valid cases 18 Missing cases 315

B3H2 Provide funding to a school on "earmarked" or general basis

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
7-9	2	28	8.4	100.0	100.0
	.	305	91.6	Missing	
	Total	333	100.0	100.0	

Valid cases 28 Missing cases 305

B3H3 Provide funding to a school on "earmarked" or general basis

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10-12	3	46	13.8	100.0	100.0
	.	287	86.2	Missing	
	Total	333	100.0	100.0	

Valid cases 46 Missing cases 287



B3I1 Donation or loan of equipment to schools

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ECS-6	1	54	16.2	100.0	100.0
	.	279	83.8	Missing	
	Total	333	100.0	100.0	

Valid cases 54 Missing cases 279

B3I2 Donation or loan of equipment to schools

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
7-9	2	62	18.6	100.0	100.0
	.	271	81.4	Missing	
	Total	333	100.0	100.0	

Valid cases 62 Missing cases 271

B3I3 Donation or loan of equipment to schools

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10-12	3	92	27.6	100.0	100.0
	.	241	72.4	Missing	
	Total	333	100.0	100.0	

Valid cases 92 Missing cases 241

B3J1 Equipment sharing

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ECS-6	1	42	12.6	100.0	100.0
	.	291	87.4	Missing	
	Total	333	100.0	100.0	

Valid cases 42 Missing cases 291

B3J2 Equipment sharing

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
7-9	2	55	16.5	100.0	100.0
	.	278	83.5	Missing	
	Total	333	100.0	100.0	

Valid cases 55 Missing cases 278

B3J3 Equipment sharing

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
10-12	3	76	22.8	100.0	100.0
	.	257	77.2	Missing	
	Total	333	100.0	100.0	

Valid cases 76 Missing cases 257

B5 How should your organization's involvement in an educational partnership be solicited?**B5A Brochures/mailings to local business units by local school boards**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	169	50.8	59.3	59.3
No	2	76	22.8	26.7	86.0
Don't know	3	40	12.0	14.0	100.0
	.	48	14.4	Missing	
	Total	333	100.0	100.0	

Valid cases 285 Missing cases 48

B5B Regional networking with representatives of employer's interests

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	198	59.5	67.8	67.8
No	2	49	14.7	16.8	84.6
Don't know	3	45	13.5	15.4	100.0
	.	41	12.3	Missing	
	Total	333	100.0	100.0	

Valid cases 292 Missing cases 41

B5C Requests from individual schools to individual business units

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	221	66.4	76.7	76.7
No	2	41	12.3	14.2	91.0
Don't know	3	26	7.8	9.0	100.0
	.	45	13.5	Missing	
	Total	333	100.0	100.0	

Valid cases 288 Missing cases 45



B5D Lobbying of business groups or associations by government at a local, provincial or national level

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	98	29.4	34.4	34.4
No	2	145	43.5	50.9	85.3
Don't know	3	42	12.6	14.7	100.0
	.	48	14.4	Missing	
	Total	333	100.0	100.0	

Valid cases 285 Missing cases 48

B5E Provincial educational media campaign on the benefits of partnering

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	145	43.5	50.2	50.2
No	2	102	30.6	35.3	85.5
Don't know	3	42	12.6	14.5	100.0
	.	44	13.2	Missing	
	Total	333	100.0	100.0	

Valid cases 289 Missing cases 44

B5F Requests from other agencies acting as clearing houses for educational partnerships

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	88	26.4	31.7	31.7
No	2	120	36.0	43.2	74.8
Don't know	3	70	21.0	25.2	100.0
	.	55	16.5	Missing	
	Total	333	100.0	100.0	

Valid cases 278 Missing cases 55

B6 How much concern do you have regarding the following potential negative consequences for employers of their increased involvement in education?

B6A Financial costs to employers of involvement with education

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	20	6.0	6.5	6.5
	2	35	10.5	11.3	17.8
	3	83	24.9	26.9	44.7
	4	71	21.3	23.0	67.6
Significant concern	5	100	30.0	32.4	100.0
	.	24	7.2	Missing	
	Total	333	100.0	100.0	

Valid cases 309 Missing cases 24

B6B Time commitments of employers

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	5	1.5	1.6	1.6
	2	19	5.7	6.1	7.7
	3	80	24.0	25.8	33.5
	4	105	31.5	33.9	67.4
Significant concern	5	101	30.3	32.6	100.0
	.	23	6.9	Missing	
Total		333	100.0	100.0	
Valid cases	310	Missing cases	23		

B6C Employee commitments

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	8	2.4	2.7	2.7
	2	24	7.2	8.0	10.6
	3	105	31.5	34.9	45.5
	4	99	29.7	32.9	78.4
Significant concern	5	65	19.5	21.6	100.0
	.	32	9.6	Missing	
Total		333	100.0	100.0	
Valid cases	301	Missing cases	32		

B6D Safety of students on site

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	48	14.4	15.6	15.6
	2	56	16.8	18.2	33.8
	3	48	14.4	15.6	49.4
	4	53	15.9	17.2	66.6
Significant concern	5	103	30.9	33.4	100.0
	.	25	7.5	Missing	
Total		333	100.0	100.0	
Valid cases	308	Missing cases	25		

B6E Safety of employees

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	67	20.1	21.8	21.8
	2	76	22.8	24.8	46.6
	3	58	17.4	18.9	65.5
	4	36	10.8	11.7	77.2
Significant concern	5	70	21.0	22.8	100.0
	.	26	7.8	Missing	
Total		333	100.0	100.0	
Valid cases	307	Missing cases	26		



B67 Safety of customers

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	71	21.3	23.3	23.3
	2	74	22.2	24.3	47.5
	3	56	16.8	18.4	65.9
	4	30	9.0	9.8	75.7
Significant concern	5	74	22.2	24.3	100.0
	.	28	8.4	Missing	
Total		333	100.0	100.0	
Valid cases	305	Missing cases	28		

B6G Liability

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	30	9.0	9.7	9.7
	2	37	11.1	12.0	21.8
	3	61	18.3	19.8	41.6
	4	61	18.3	19.8	61.4
Significant concern	5	119	35.7	38.6	100.0
	.	25	7.5	Missing	
Total		333	100.0	100.0	
Valid cases	308	Missing cases	25		

B6H Supervision requirements

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	15	4.5	4.9	4.9
	2	18	5.4	5.9	10.7
	3	88	26.4	28.7	39.4
	4	118	35.4	38.4	77.9
Significant concern	5	68	20.4	22.1	100.0
	.	26	7.8	Missing	
Total		333	100.0	100.0	
Valid cases	307	Missing cases	26		

B6I Evaluation of student performance

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	46	13.8	14.8	14.8
	2	69	20.7	22.3	37.1
	3	103	30.9	33.2	70.3
	4	64	19.2	20.6	91.0
Significant concern	5	28	8.4	9.0	100.0
	.	23	6.9	Missing	
Total		333	100.0	100.0	
Valid cases	310	Missing cases	23		

B6J Training requirements

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	26	7.8	8.5	8.5
	2	57	17.1	18.6	27.0
	3	116	34.8	37.8	64.8
	4	73	21.9	23.8	88.6
Significant concern	5	35	10.5	11.4	100.0
	.	26	7.8	Missing	
Total		333	100.0	100.0	
Valid cases	307	Missing cases	26		

B6K Union issues

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	174	52.3	56.9	56.9
	2	40	12.0	13.1	69.9
	3	37	11.1	12.1	82.0
	4	16	4.8	5.2	87.3
Significant concern	5	39	11.7	12.7	100.0
	.	27	8.1	Missing	
Total		333	100.0	100.0	
Valid cases	306	Missing cases	27		

B6L Labour and employee relations

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	123	36.9	39.8	39.8
	2	69	20.7	22.3	62.1
	3	61	18.3	19.7	81.9
	4	32	9.6	10.4	92.2
Significant concern	5	24	7.2	7.8	100.0
	.	24	7.2	Missing	
Total		333	100.0	100.0	
Valid cases	309	Missing cases	24		

B6M Wage-related issues

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	97	29.1	31.8	31.8
	2	67	20.1	22.0	53.8
	3	71	21.3	23.3	77.0
	4	46	13.8	15.1	92.1
Significant concern	5	24	7.2	7.9	100.0
	.	28	8.4	Missing	
Total		333	100.0	100.0	
Valid cases	305	Missing cases	28		



B6N Impact on competitiveness of businesses participating

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	109	32.7	35.7	35.7
	2	68	20.4	22.3	58.0
	3	65	19.5	21.3	79.3
	4	36	10.8	11.8	91.1
Significant concern	5	27	8.1	8.9	100.0
	.	28	8.4	Missing	
Total		333	100.0	100.0	
Valid cases	305	Missing cases	28		

B6O Impact on competitiveness of businesses not participating

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	119	35.7	40.9	40.9
	2	68	20.4	23.4	64.3
	3	57	17.1	19.6	83.8
	4	29	8.7	10.0	93.8
Significant concern	5	18	5.4	6.2	100.0
	.	42	12.6	Missing	
Total		333	100.0	100.0	
Valid cases	291	Missing cases	42		

B7 At the local level, what group currently represents the voice of employers in communicating needs to the education community? Which group should take on that role?**B7A1A Local Chamber of Commerce**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Currently represents	1	123	36.9	100.0	100.0
	.	210	63.1	Missing	
Total		333	100.0	100.0	
Valid cases	123	Missing cases	210		

B7A1B Local Chamber of Commerce

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Should represent	1	154	46.2	100.0	100.0
	.	179	53.8	Missing	
Total		333	100.0	100.0	
Valid cases	154	Missing cases	179		



B7A2A Better Business Bureau

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Currently represents	2	14	4.2	100.0	100.0
	.	319	95.8	Missing	
	Total	333	100.0	100.0	
Valid cases	14	Missing cases	319		

B7A2B Better Business Bureau

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Should represent	2	38	11.4	100.0	100.0
	.	295	88.6	Missing	
	Total	333	100.0	100.0	
Valid cases	38	Missing cases	295		

B7A3A No group or organization

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Currently represents	3	89	26.7	100.0	100.0
	.	244	73.3	Missing	
	Total	333	100.0	100.0	
Valid cases	89	Missing cases	244		

B7A3B No group or organization

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Should represent	3	9	2.7	100.0	100.0
	.	324	97.3	Missing	
	Total	333	100.0	100.0	
Valid cases	9	Missing cases	324		

B7 At the local level, what group currently represents the voice of employers in communicating needs to the education community? Which group should take on that role?

B7B1A Alberta Economic Development and Tourism (provincial government)

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Currently represents	1	37	11.1	100.0	100.0
	.	296	88.9	Missing	
	Total	333	100.0	100.0	
Valid cases	37	Missing cases	296		

B7B1B Alberta Economic Development and Tourism (provincial government)

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Should represent	1	80	24.0	100.0	100.0
	.	253	76.0	Missing	
	Total	333	100.0	100.0	
Valid cases	80	Missing cases	253		

B7B2A Alberta Chamber of Commerce

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	88	26.4	100.0	100.0
	.	245	73.6	Missing	
	Total	333	100.0	100.0	
Valid cases	88	Missing cases	245		

B7B2B Alberta Chamber of Commerce

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	2	132	39.6	100.0	100.0
	.	201	60.4	Missing	
	Total	333	100.0	100.0	
Valid cases	132	Missing cases	201		

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B7B3A Conference Board of Canada

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3	41	12.3	100.0	100.0
	.	292	87.7	Missing	
	Total	333	100.0	100.0	

Valid cases 41 Missing cases 292

B7B3B Conference Board of Canada

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3	48	14.4	100.0	100.0
	.	285	85.6	Missing	
	Total	333	100.0	100.0	

Valid cases 48 Missing cases 285

B7B4A Canadian Federation of Independent Business

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	4	48	14.4	100.0	100.0
	.	285	85.6	Missing	
	Total	333	100.0	100.0	

Valid cases 48 Missing cases 285

B7B4B Canadian Federation of Independent Business

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	4	92	27.6	100.0	100.0
	.	241	72.4	Missing	
	Total	333	100.0	100.0	

Valid cases 92 Missing cases 241

B7B5A Alberta Chamber of Resources

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	5	36	10.8	100.0	100.0
	.	297	89.2	Missing	
	Total	333	100.0	100.0	

Valid cases 36 Missing cases 297



B7B5B Alberta Chamber of Resources

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	5	41	12.3	100.0	100.0
	.	292	87.7	Missing	
	Total	333	100.0	100.0	

Valid cases 41 Missing cases 292

B7B6A Individual industry associations

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	6	70	21.0	100.0	100.0
	.	263	79.0	Missing	
	Total	333	100.0	100.0	

Valid cases 70 Missing cases 263

B7B6B Individual industry associations

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	6	122	36.6	100.0	100.0
	.	211	63.4	Missing	
	Total	333	100.0	100.0	

Valid cases 122 Missing cases 211

B7B7A Alberta Apprenticeship Board

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	7	82	24.6	100.0	100.0
	.	251	75.4	Missing	
	Total	333	100.0	100.0	

Valid cases 82 Missing cases 251

B7B7B Alberta Apprenticeship Board

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	7	109	32.7	100.0	100.0
	.	224	67.3	Missing	
	Total	333	100.0	100.0	

Valid cases 109 Missing cases 224

B7B8A No group or organization

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	8	15	4.5	100.0	100.0
	.	318	95.5	Missing	
	Total	333	100.0	100.0	
Valid cases	15	Missing cases	318		

B7B8B No group or organization

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	8	7	2.1	100.0	100.0
	.	326	97.9	Missing	
	Total	333	100.0	100.0	
Valid cases	7	Missing cases	326		

B8A What industry is your business unit in?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Other primary	1.00	4	1.2	1.3	1.3
Mining/quarrying/oil well	6.00	34	10.2	11.0	12.3
Manufacturing	10.00	45	13.5	14.6	26.9
Construction	40.00	16	4.8	5.2	32.1
Transportation/storage	45.00	7	2.1	2.3	34.4
Communications/ other utilities	48.00	14	4.2	4.5	39.0
Wholesale trade	57.00	10	3.0	3.2	42.2
Retail trade	60.00	43	12.9	14.0	56.2
Financial/insurance	70.00	11	3.3	3.6	59.7
Real estate/insurance agent	76.00	3	.9	1.0	60.7
Business services	77.00	30	9.0	9.7	70.5
Government service	81.00	22	6.6	7.1	77.6
Education service	85.00	4	1.2	1.3	78.9
Health/social services	86.00	43	12.9	14.0	92.9
Accommodation/food/beverage	91.00	11	3.3	3.6	96.4
Membership organizations	98.00	9	2.7	2.9	99.4
Other services	99.00	2	.6	.6	100.0
	.	25	7.5	Missing	
	Total	333	100.0	100.0	
Valid cases	308	Missing cases	25		

B8B Is your business:

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Local	1	148	44.4	48.4	48.4
Provincial	2	56	16.8	18.3	66.7
National	3	35	10.5	11.4	78.1
International	4	67	20.1	21.9	100.0
	.	27	8.1	Missing	
	Total	333	100.0	100.0	
Valid cases	306	Missing cases	27		



B8C How many employees does your organization have in Alberta?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1-20	20.00	78	23.4	27.8	27.8
21-50	50.00	52	15.6	18.5	46.3
51-100	100.00	30	9.0	10.7	56.9
101-100	500.00	58	17.4	20.6	77.6
501+	501.00	63	18.9	22.4	100.0
	.	52	15.6	Missing	
Total		333	100.0	100.0	

Valid cases 281 Missing cases 52

B8D Has your business unit been involved in partnerships with the public education sector?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	199	59.8	64.8	64.8
No	2	108	32.4	35.2	100.0
	.	26	7.8	Missing	
Total		333	100.0	100.0	

Valid cases 307 Missing cases 26

B8E Did you consider the most recent partnership to be:

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Valuable to firm	1	6	1.8	3.0	3.0
Valuable to students	2	25	7.5	12.7	15.7
Valuable to both	3	161	48.3	81.7	97.5
Disappointing	4	5	1.5	2.5	100.0
	.	136	40.8	Missing	
Total		333	100.0	100.0	

Valid cases 197 Missing cases 136

SECTION C

Questions for the Education Community

C1 Are the expectations employers have for the public education system known and understood by the educational community?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all understood	1	10	4.4	5.0	5.0
	2	63	28.0	31.2	36.1
	3	63	28.0	31.2	67.3
	4	43	19.1	21.3	88.6
Very well understood	5	12	5.3	5.9	94.6
Don't know	6	11	4.9	5.4	100.0
	.	23	10.2	Missing	
Total		225	100.0	100.0	
Valid cases	202	Missing cases	23		

C2 How realistic are employers' expectations for the public education system?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all realistic	1	14	6.2	6.9	6.9
	2	57	25.3	28.2	35.1
	3	64	28.4	31.7	66.8
	4	30	13.3	14.9	81.7
Very realistic	5	6	2.7	3.0	84.7
Don't know	6	31	13.8	15.3	100.0
	.	23	10.2	Missing	
Total		225	100.0	100.0	
Valid cases	202	Missing cases	23		

C3 How well do teachers understand the needs of employers?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all understood	1	4	1.8	2.0	2.0
	2	55	24.4	27.2	29.2
	3	88	39.1	43.6	72.8
	4	39	17.3	19.3	92.1
Very well understood	5	7	3.1	3.5	95.5
Don't know	6	9	4.0	4.5	100.0
	.	23	10.2	Missing	
Total		225	100.0	100.0	
Valid cases	202	Missing cases	23		



C4 Is there a common understanding among employers of the expectations they should have of the educational community?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	17	7.6	8.4	8.4
No	2	151	67.1	74.4	82.8
Don't know	3	35	15.6	17.2	100.0
	.	22	9.8	Missing	
	Total	225	100.0	100.0	

Valid cases 203 Missing cases 22

C5 How should employers approach educators to develop an educational partnership?

C5A Direct representations to teachers/principals

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	152	67.6	76.8	76.8
No	2	36	16.0	18.2	94.9
Don't know	3	10	4.4	5.1	100.0
	.	27	12.0	Missing	
	Total	225	100.0	100.0	

Valid cases 198 Missing cases 27

C5B Mailings to a number of schools in the region they are interested in

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	111	49.3	59.0	59.0
No	2	62	27.6	33.0	92.0
Don't know	3	15	6.7	8.0	100.0
	.	37	16.4	Missing	
	Total	225	100.0	100.0	

Valid cases 188 Missing cases 37

C5C Designated individual at each Board of Education

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	103	45.8	53.4	53.4
No	2	72	32.0	37.3	90.7
Don't know	3	18	8.0	9.3	100.0
	.	32	14.2	Missing	
	Total	225	100.0	100.0	

Valid cases 193 Missing cases 32

C5D Designated individual at Alberta Education

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	56	24.9	29.5	29.5
No	2	114	50.7	60.0	89.5
Don't know	3	20	8.9	10.5	100.0
	.	35	15.6	Missing	
Total		225	100.0	100.0	

Valid cases 190 Missing cases 35

C5E Through agencies acting as clearing houses for educational partnerships

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	1	73	32.4	38.6	38.6
No	2	82	36.4	43.4	82.0
Don't know	3	34	15.1	18.0	100.0
	.	36	16.0	Missing	
Total		225	100.0	100.0	

Valid cases 189 Missing cases 36

C6 What follows is a list of potentially negative consequences for schools of their increased involvement with employers. On a scale of 1 to 5, where 1 is not at all a concern to schools, and 5 is a significant concern, how much concern do you have regarding:

C6A Influence business may have on students to buy a product

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	40	17.8	19.6	19.6
	2	12	5.3	5.9	25.5
	3	34	15.1	16.7	42.2
	4	11	4.9	5.4	47.5
Significant concern	5	107	47.6	52.5	100.0
	.	21	9.3	Missing	
Total		225	100.0	100.0	

Valid cases 204 Missing cases 21

C6B Increased demands on time

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	5	2.2	2.5	2.5
	2	5	2.2	2.5	5.0
	3	35	15.6	17.3	22.3
	4	27	12.0	13.4	35.6
Significant concern	5	130	57.8	64.4	100.0
	.	23	10.2	Missing	
Total		225	100.0	100.0	

Valid cases 202 Missing cases 23

C6C Transportation of students to work sites

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	37	16.4	18.3	18.3
	2	7	3.1	3.5	21.8
	3	49	21.8	24.3	46.0
	4	21	9.3	10.4	56.4
Significant concern	5	88	39.1	43.6	100.0
	.	23	10.2	Missing	
Total		225	100.0	100.0	
Valid cases	202	Missing cases	23		

C6D Scheduling and timetabling

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	19	8.4	9.4	9.4
	2	2	.9	1.0	10.3
	3	47	20.9	23.2	33.5
	4	33	14.7	16.3	49.8
Significant concern	5	102	45.3	50.2	100.0
	.	22	9.8	Missing	
Total		225	100.0	100.0	
Valid cases	203	Missing cases	22		

C6E Involvement of employer in teaching process

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	55	24.4	27.4	27.4
	2	17	7.6	8.5	35.8
	3	48	21.3	23.9	59.7
	4	11	4.9	5.5	65.2
Significant concern	5	70	31.1	34.8	100.0
	.	24	10.7	Missing	
Total		225	100.0	100.0	
Valid cases	201	Missing cases	24		

C6F Safety of students on site

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	27	12.0	13.3	13.3
	2	11	4.9	5.4	18.7
	3	39	17.3	19.2	37.9
	4	21	9.3	10.3	48.3
Significant concern	5	105	46.7	51.7	100.0
	.	22	9.8	Missing	
Total		225	100.0	100.0	
Valid cases	203	Missing cases	22		



C6G School's liability

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	26	11.6	12.8	12.8
	2	6	2.7	3.0	15.8
	3	40	17.8	19.7	35.5
	4	20	8.9	9.9	45.3
Significant concern	5	111	49.3	54.7	100.0
	.	22	9.8	Missing	
Total		225	100.0	100.0	
Valid cases	203	Missing cases	22		

C6H Supervision requirements

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not at all a concern	1	20	8.9	10.1	10.1
	2	5	2.2	2.5	12.6
	3	37	16.4	18.6	31.2
	4	19	8.4	9.5	40.7
Significant concern	5	118	52.4	59.3	100.0
	.	26	11.6	Missing	
Total		225	100.0	100.0	
Valid cases	199	Missing cases	26		





2. QUESTIONNAIRE

INTRODUCTION

The Government of Alberta believes that students, schools, businesses, employers and the community at large would benefit from closer relationships among all partners involved in preparing our youth to meet the challenges of the future. The potential benefits include:

- increased relevancy to students of their learning in school
- enhanced preparation of Alberta students to enter and be successful in the work force
- increased confidence of employers in the education system's ability to meet their employee needs with appropriate knowledge, skills and attitudes
- increased competitiveness for Alberta business.

THE MLA IMPLEMENTATION TEAM AND THE PUBLIC CONSULTATION PROCESS

Education Minister Halvar Jonson established an MLA Implementation Team on Business Involvement and Technology Integration in Education in November, 1994. The team is chaired by Denis Herard, MLA for Calgary Egmont, and includes Hung Pham, MLA for Calgary Montrose.

The Implementation Team has been working on two distinctive issues, technology integration and business involvement. This questionnaire focuses on business involvement in education; a separate questionnaire and discussion paper relating to technology integration was distributed previously.

Over the past year, the MLA team has been working with an advisory group of business and educational stakeholders to identify issues relating to the relationship between business and schools in Alberta.

Recognizing the contribution that a stronger relationship between our business and education sectors could make to improving student learning and to the quality of life in our province, the MLA Implementation Team is now working with the Advisory Group on Business Involvement in Education to seek public input to determine what the government's policy should be.

This questionnaire is part of the consultation that is taking place between the MLA Implementation Team and the various stakeholders in the province who have an interest in the involvement of business in our education system. During October, 1995 this questionnaire is being broadly distributed to Alberta businesses, school councils, students, schools and other partners.

The MLA Implementation Team encourages you—and all other Albertans who want to provide suggestions for strengthening our education system through fostering a closer relationship between our education and business communities—to complete and submit the attached questionnaire to the MLA Implementation Team by November 3, 1995.

WRITTEN BRIEFS WELCOME

If you would prefer, you are also welcome to prepare a written submission about business involvement in education for the consideration of the MLA Implementation Team. If you choose to provide your input in this way, please forward your submission to the MLA Implementation Team by November 3. Send your response to:

Denis Herard, MLA Calgary Egmont
Chairman, MLA Implementation Team
Business Involvement and Technology Integration in Education
513 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6
Fax: 403-427-1835
Internet: businv@edc.gov.ab.ca

DEFINITIONS

In this consultation process, business is being defined very broadly. It includes private sector, for-profit firms, not-for-profit organizations, such as the Red Cross, Boys and Girls Clubs and the YMCA; and public sector organizations, such as hospitals and governments at all levels. All of these businesses are employers of high school graduates and have a stake in the education and career training of students from Early Childhood Services to Grade 12 in Alberta.

A partnership may be defined as a formal, long-term, mutually beneficial relationship between a business, agency or organization that employs individuals, and a school.

BUSINESS INVOLVEMENT IN EDUCATION BACKGROUND INFORMATION

The appendix contains additional background information about the involvement of business in education in Alberta, which you may find useful in completing the questionnaire or preparing your written submission.

FUTURE REPORTS

You are invited to provide your name and address below. This information will be used for no other purpose than to create a mailing list so that you receive future reports produced by Alberta Education relating to *Business Involvement in Education*. You may either enclose this with your completed questionnaire or send it under separate cover to the above address.

Name: _____

Address: _____

Telephone: _____

Fax: _____

BUSINESS INVOLVEMENT IN EDUCATION QUESTIONNAIRE

This questionnaire is divided into 3 sections with questions in each section designed to gather information from different groups of respondents. Section A is intended to be completed by all respondents, while Section B contains questions for businesses, and Section C contains questions for educators. You are welcome to respond to any and all sections of the questionnaire if you wish. We ask, however, that everyone complete Section A.

SECTION A: QUESTIONS FOR ALL RESPONDENTS

1. a) Does this questionnaire represent the response of:
- ☐ 1 an individual or an employer (except schools or school boards) [GO TO QUESTION 2]
- ☐ 2 a group or organization (including business groups, schools, school boards, parent groups, educational groups)

b) If a group, please indicate:

i) Name of organization _____

ii) Address _____

iii) Contact person and phone number _____

iv) Number represented by group _____

v) Description of group _____

2. For individual respondents or employers, please check all that apply. Are you:

- ☐ 1 a future parent
- ☐ 2 a parent of preschoolers
- ☐ 3 a parent with children in school
- ☐ 4 a parent whose children are no longer in school (Early Childhood Services to Grade 12)
- ☐ 5 a student in high school
- ☐ 6 a student in a post-secondary institution
- ☐ 7 an educator
- ☐ 8 an owner or operator of a business or business unit, or an operator of a public sector organization
- a) How many employees are you responsible for? _____

3. What are the first three digits of your postal code? _____
- [BUSINESS RESPONDENTS: PLEASE USE YOUR BUSINESS POSTAL CODE]

4. In each of the following areas, how well-prepared are students who complete high school and are joining the work force for the first time? Please indicate your response on a scale of 1 to 5, where 1 is not at all prepared and 5 is very well prepared.

	Not at all prepared		Very well prepared			Not applicable/ don't know
	1	2	3	4	5	6
a) communication skills (read, write, listen, understand).....	1	2	3	4	5	6
b) thinking skills (logic, problem-solving, research, analysis, critical thinking, creativity)	1	2	3	4	5	6
c) teamwork skills	1	2	3	4	5	6
d) job-specific skills (e.g., welding, hair styling)	1	2	3	4	5	6
e) physical, mental and social well-being	1	2	3	4	5	6
f) an understanding of good citizenship	1	2	3	4	5	6
g) competence to respond to the opportunities and expectations of the world of work	1	2	3	4	5	6
h) positive attitude toward lifelong learning	1	2	3	4	5	6
i) acceptance of responsibility for own actions	1	2	3	4	5	6
j) respect for the ideas and beliefs of others.....	1	2	3	4	5	6
k) abilities to make moral and ethical decisions	1	2	3	4	5	6
l) understanding and appreciation of entrepreneurship.....	1	2	3	4	5	6
m) communication and computer technology skills common to many jobs (keyboarding, etc.).....	1	2	3	4	5	6
n) other (please specify)	1	2	3	4	5	6

5. Given the changes that you may expect over the next 5 to 15 years in the workplace, what priority should be given, by the educational community, to each of the following areas in the future?

	Low priority			High priority		
a) communication skills (read, write, listen, understand).....	1	2	3	4	5	
b) thinking skills (logic, problem-solving, research, analysis, critical thinking, creativity)	1	2	3	4	5	
c) teamwork skills	1	2	3	4	5	
d) job-specific skills (e.g., welding, hair styling)	1	2	3	4	5	
e) physical, mental and social well-being	1	2	3	4	5	
f) an understanding of good citizenship	1	2	3	4	5	
g) competence to respond to the opportunities and expectations of the world of work	1	2	3	4	5	
h) positive attitude toward lifelong learning	1	2	3	4	5	
i) acceptance of responsibility for own actions	1	2	3	4	5	
j) respect for the ideas and beliefs of others	1	2	3	4	5	
k) abilities to make moral and ethical decisions	1	2	3	4	5	
l) understanding and appreciation of entrepreneurship	1	2	3	4	5	
m) communication and computer technology skills common to many jobs (keyboarding, etc.)	1	2	3	4	5	
n) other (please specify)	1	2	3	4	5	

6. Are there other desirable knowledge, skills, and attitudes that high school students should possess to meet future needs of employers? What are they?

Office Use Only	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. a) Should employers be more involved in education?
- | | | |
|-----|----|------------|
| Yes | No | Don't know |
| 1 | 2 | 3 |
- b) Should government attempt to encourage employers to become more involved in education?
- | | | |
|---|---|---|
| 1 | 2 | 3 |
|---|---|---|
- c) If you answered "yes" to Question 7b, how appropriate would you consider each of the following options open to government to encourage employers to become more involved in education?
- | | Not at all appropriate | | | Very appropriate | | |
|--|------------------------|---|---|------------------|---|--|
| i) legislate it as a requirement of employers | 1 | 2 | 3 | 4 | 5 | |
| ii) provide incentives (e.g., tax incentives) | 1 | 2 | 3 | 4 | 5 | |
| iii) provide information regarding the long-term advantages to employers | 1 | 2 | 3 | 4 | 5 | |
| iv) provide information about approaches used in other jurisdictions | 1 | 2 | 3 | 4 | 5 | |
| v) other (please specify) | | | | | | |
| vi) other (please specify) | | | | | | |
| vii) other (please specify) | | | | | | |
| viii) other (please specify) | | | | | | |
| ix) other (please specify) | | | | | | |

8. The following are options that the provincial government could use to encourage the education sector to become more involved with employers. Which of these would you consider to be appropriate?
- | | Yes | No | Don't know |
|---|-----|----|------------|
| a) requiring school board policy on employer partnerships | 1 | 2 | 3 |
| b) making student involvement at a workplace compulsory | 1 | 2 | 3 |
| c) establish a code of ethics (what partnerships are/are not acceptable) | 1 | 2 | 3 |
| d) provide funding incentives | 1 | 2 | 3 |
| e) provide for consultative advice | 1 | 2 | 3 |
| f) require students to maintain a file of samples of their work demonstrating the skills they offer to employers..... | 1 | 2 | 3 |
| g) other (please specify) | | | |
| h) other (please specify) | | | |
| i) other (please specify) | | | |
| j) other (please specify) | | | |
| k) other (please specify) | | | |
9. Not all partnership opportunities may be appropriate as part of public education by virtue of the politics, ethics or activities of the employer partner. In these circumstances, how appropriate would you rate each of the following approaches to dealing with this problem?
- | | Not at all appropriate | | | Very appropriate | |
|---|------------------------|---|---|------------------|---|
| a) selection left to school boards..... | 1 | 2 | 3 | 4 | 5 |
| b) selection left to principals or teachers | 1 | 2 | 3 | 4 | 5 |
| c) screening of employers by parent groups or school councils | 1 | 2 | 3 | 4 | 5 |
| d) screening of employers by students | 1 | 2 | 3 | 4 | 5 |
| e) provision of guidelines by Alberta Education | 1 | 2 | 3 | 4 | 5 |
| f) school boards establish selection criteria | 1 | 2 | 3 | 4 | 5 |
| g) other (please specify) | | | | | |
| h) other (please specify) | | | | | |
| i) other (please specify) | | | | | |
| j) other (please specify) | | | | | |
| k) other (please specify) | | | | | |
10. Not all of the messages that students could receive through cooperative education programs may be appropriate because of the lack of balance given to alternative beliefs, attitudes or values. For example, a firm may wish to discuss the merits of its business without discussing its environmental costs. In these circumstances, how appropriate would you rate each of the following approaches to dealing with this problem?
- | | Not at all appropriate | | | Very appropriate | |
|---|------------------------|---|---|------------------|---|
| a) policy to ensure students receive a balanced perspective | 1 | 2 | 3 | 4 | 5 |
| b) require parental permission prior to participation..... | 1 | 2 | 3 | 4 | 5 |
| c) other (please specify) | | | | | |
11. Some partnerships may not involve exclusively educational messages to students but, instead, are also promotional; e.g., tours and free samples. Should government be concerned about such situations?
- | | Yes | No | Don't know |
|---|-----|----|------------|
| Should government be concerned about such situations? | 1 | 2 | 3 |
12. Some involvement of employers in schools is of a sponsorship nature; e.g., sponsored scoreboards in school gymnasiums. Should sponsorship by employers be controlled or limited in the school system?.....
- | | 1 | 2 | 3 |
|---|---|---|---|
| Should sponsorship by employers be controlled or limited in the school system?..... | 1 | 2 | 3 |
13. If a number of good employer partnering opportunities exist but time or resources will permit only one, how appropriate would each of the following options be for selecting the preferred opportunity?
- | | Not at all appropriate | | | Very appropriate | |
|---|------------------------|---|---|------------------|---|
| a) best learning opportunity as selected by educators | 1 | 2 | 3 | 4 | 5 |
| b) student preferences | 1 | 2 | 3 | 4 | 5 |
| c) timing or receipt of application (first qualified applicant is selected) | 1 | 2 | 3 | 4 | 5 |
| d) random draw..... | 1 | 2 | 3 | 4 | 5 |
| e) other (specify) | | | | | |
| f) other (specify) | | | | | |

14. There may be a concern that too many schools will be pursuing partnering relationships with the same employers. If this were to happen, do you think that those employers might reduce or eliminate their involvement in education partnerships?
- | | | | | |
|--|-----|----|------------|--|
| | Yes | No | Don't know | |
| | 1 | 2 | 3 | |
15. If it was to happen that too many schools were pursuing the same employers, do you think it would be appropriate for an agency to be established to act as a clearing house for education partnerships?
- | | | | | |
|--|---|---|---|--|
| | 1 | 2 | 3 | |
|--|---|---|---|--|
16. Should employers be represented on provincial boards or agencies addressing:
- a) educational curriculum
- | | | | | |
|--|---|---|---|--|
| | 1 | 2 | 3 | |
|--|---|---|---|--|
- b) educational policy
- | | | | | |
|--|---|---|---|--|
| | 1 | 2 | 3 | |
|--|---|---|---|--|
17. A high percentage of students in high school plan to go to university, however, a much smaller percentage actually enter any post-secondary institution immediately after high school. This results in a large number of students entering the work force before they planned to do so. How appropriate do you feel each of the following public education strategies is related to this issue?
- | | | | | | | |
|--|------------------------|---|---|------------------|---|--|
| | Not at all appropriate | | | Very appropriate | | |
| | 1 | 2 | 3 | 4 | 5 | |
- a) provide basic job-readiness training to all high school students
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- b) provide basic job-readiness training to high school students who do not plan to attend a post-secondary institution
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- c) provide summer school job-readiness programs that start after students are aware of the status of their post-secondary applications
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- d) do nothing
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- e) require all students to have a minimum number of hours of work experience
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- f) other (please specify) _____
- g) other (please specify) _____
- h) other (please specify) _____
- i) other (please specify) _____
- j) other (please specify) _____
18. Do you consider it appropriate for schools to become involved in assisting employers (e.g., developing staff training programs) under the following terms:
- | | | | | |
|--|-----|----|------------|--|
| | Yes | No | Don't know | |
| | 1 | 2 | 3 | |
- a) on a fee for service basis
- | | | | | |
|--|---|---|---|--|
| | 1 | 2 | 3 | |
|--|---|---|---|--|
- b) as part of a larger reciprocal agreement
- | | | | | |
|--|---|---|---|--|
| | 1 | 2 | 3 | |
|--|---|---|---|--|
- c) no cost to business in order to generate good will
- | | | | | |
|--|---|---|---|--|
| | 1 | 2 | 3 | |
|--|---|---|---|--|
19. Sometimes the part-time employment of students conflicts with their programs of study. Do you think that employers would be prepared to help educators establish the students' programs of study as a higher priority than part-time employment?
- | | | | | |
|--|---|---|---|--|
| | 1 | 2 | 3 | |
|--|---|---|---|--|
20. How would you rate the appropriateness of the following strategies by which employers could assist in establishing schooling as a higher priority for students employed part-time?
- | | | | | | | |
|--|------------------------|---|---|------------------|---|--|
| | Not at all appropriate | | | Very appropriate | | |
| | 1 | 2 | 3 | 4 | 5 | |
- a) employers require part-time employees who are students to maintain a certain academic standing as a condition of employment
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- b) employers require a letter from a teacher indicating that part-time work will likely not negatively affect studies
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- c) employers notify schools of the name of their part-time staff so schools could be aware of students' jobs
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- d) employers should not do anything
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- e) employers recognize and reward academic achievement
- | | | | | | |
|--|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
- f) other (please specify) _____
- g) other (please specify) _____
- h) other (please specify) _____

- General Comments:**

[illegible]

SECTION B: QUESTIONS FOR EMPLOYERS

1. a) To what extent are the expectations that employers have for the public education system known and understood by the educational community? Please answer on a scale of 1 to 5 where 1 is not at all understood and 5 is very well understood.
- | | | |
|-----------------------|----------------------|------------|
| Not at all understood | Very well understood | Don't know |
| 1 2 3 | 4 5 | 6 |

- b) How well do teachers understand the needs of employers?
- | | | |
|-----------------------|----------------------|------------|
| Not at all understood | Very well understood | Don't know |
| 1 2 3 | 4 5 | 6 |

2. Is there a common understanding among employers of the expectations that employers have of the educational community?
- | | | |
|-----|----|------------|
| Yes | No | Don't know |
| 1 | 2 | 3 |

3. Is your organization interested in becoming more involved with the school system in any of the following areas? For each area in which you would be interested in becoming more involved, please indicate which grades of students you would be interested in working with.
- | | | |
|--------------------------------|-----|-------|
| ECS-6 | 7-9 | 10-12 |
| (Multiple Responses Permitted) | | |

- | | | | |
|--|----------------------------|----------------------------|----------------------------|
| a) advisory role in policy development relating to directions, outputs and standards | ☐ 1 | ☐ 2 | ☐ 3 |
| b) advisory role in curriculum development | ☐ 1 | ☐ 2 | ☐ 3 |
| c) student field trips | ☐ 1 | ☐ 2 | ☐ 3 |
| d) cooperative work experience | ☐ 1 | ☐ 2 | ☐ 3 |
| e) teacher secondment into your organization | ☐ 1 | ☐ 2 | ☐ 3 |
| f) provide guest lecturer in a school | ☐ 1 | ☐ 2 | ☐ 3 |
| g) your staff secondment to a school to teach | ☐ 1 | ☐ 2 | ☐ 3 |
| h) provide funding to a school on "earmarked" or general basis | ☐ 1 | ☐ 2 | ☐ 3 |
| i) donation or loan of equipment to schools | ☐ 1 | ☐ 2 | ☐ 3 |
| j) equipment sharing | ☐ 1 | ☐ 2 | ☐ 3 |
| k) other (please specify) | ☐ 1 | ☐ 2 | ☐ 3 |
| l) other (please specify) | ☐ 1 | ☐ 2 | ☐ 3 |

4. What other forms of involvement with the school system might be considered by your organization? What grades of students (e.g., ECS-6, 7-9, 10-12) would be appropriate for each?

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5. How should your organization's involvement in an educational partnership be solicited?
- | | Yes | No | Don't know |
|--|-----|----|------------|
| a) brochures and mailings to local business units by local school boards | 1 | 2 | 3 |
| b) regional networking with representatives of employer's interests;
e.g., local Chamber of Commerce providing coordination | 1 | 2 | 3 |
| c) requests from individual schools to individual business units | 1 | 2 | 3 |
| d) lobbying of business groups or associations by government at a local,
provincial or national level | 1 | 2 | 3 |
| e) provincial educational media campaign of the benefits of partnering | 1 | 2 | 3 |
| f) requests from other agencies acting as clearing houses
for educational partnerships | 1 | 2 | 3 |
| g) other (please specify) | | | |
| h) other (please specify) | | | |
| i) other (please specify) | | | |
6. What follows is a listing of some of the potential negative consequences for employers of their increased involvement in education. On a scale of 1 to 5, where 1 is not at all a concern to employers, and 5 is a significant concern to employers, how much concern do you have regarding:
- | | Not at all a concern | | | Significant concern | | |
|---|----------------------|---|---|---------------------|---|--|
| a) financial costs to employers of involvement with education | 1 | 2 | 3 | 4 | 5 | |
| b) time commitments of employers | 1 | 2 | 3 | 4 | 5 | |
| c) employee commitments | 1 | 2 | 3 | 4 | 5 | |
| d) safety of students on site | 1 | 2 | 3 | 4 | 5 | |
| e) safety of employees | 1 | 2 | 3 | 4 | 5 | |
| f) safety of customers | 1 | 2 | 3 | 4 | 5 | |
| g) liability | 1 | 2 | 3 | 4 | 5 | |
| h) supervision requirements | 1 | 2 | 3 | 4 | 5 | |
| i) evaluation of student performance | 1 | 2 | 3 | 4 | 5 | |
| j) training requirements | 1 | 2 | 3 | 4 | 5 | |
| k) union issues | 1 | 2 | 3 | 4 | 5 | |
| l) labour and employee relations | 1 | 2 | 3 | 4 | 5 | |
| m) wage-related issues | 1 | 2 | 3 | 4 | 5 | |
| n) impact on competitiveness of businesses participating | 1 | 2 | 3 | 4 | 5 | |
| o) impact on competitiveness of businesses not participating | 1 | 2 | 3 | 4 | 5 | |
| p) other (please specify) | | | | | | |
| q) other (please specify) | | | | | | |
7. a) At the local level, what group or organization currently represents the voice of employers in communicating needs to the education community? Which group or organization should take on that role?
- | | Currently represents voice of employers | Should represent voice of employers |
|-------------------------------------|---|-------------------------------------|
| i) local Chambers of Commerce | () 1 | () 1 |
| ii) Better Business Bureau | () 2 | () 2 |
| iii) none | () 3 | () 3 |
| iv) other (please specify) | () 4 | () 4 |
| v) other (please specify) | () 5 | () 5 |
| vi) other (please specify) | () 6 | () 6 |

- b) At the provincial level, what groups or organizations represent or should represent the voice of employers in communicating needs to the education community, and which group should take that role?
- | | Represents
voice of
employers | Should represent
voice of
employers |
|---|-------------------------------------|---|
| i) Alberta Economic Development and Tourism.....
(provincial government) | ☐ 1 | ☐ 1 |
| ii) Alberta Chamber of Commerce..... | ☐ 2 | ☐ 2 |
| iii) Conference Board of Canada..... | ☐ 3 | ☐ 3 |
| iv) Canadian Federation of Independent Business..... | ☐ 4 | ☐ 4 |
| v) Alberta Chamber of Resources..... | ☐ 5 | ☐ 5 |
| vi) Individual industry associations..... | ☐ 6 | ☐ 6 |
| vii) Alberta Apprenticeship Board..... | ☐ 7 | ☐ 7 |
| viii) none..... | ☐ 8 | ☐ 8 |
| ix) other (please specify) | ☐ 9 | ☐ 9 |
| x) other (please specify) | ☐ 10 | ☐ 10 |
| xi) other (please specify) | ☐ 11 | ☐ 11 |

8. a) What industry is your business unit in?

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.....	

- b) Is your business:

- ☐ 1 local (include franchises)?
☐ 2 provincial?
☐ 3 national?
☐ 4 international?

- c) Approximately how many employees does your organization have in Alberta? _ _ _ _ _

- d) Has your business unit been involved in partnerships with the public education sector?

- ☐ 1 yes
☐ 2 no

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If yes, please describe the most recent partnership.

.....

.....	
.....	

- e) Did you consider that most recent partnership to be:

- ☐ 1 valuable to the firm
☐ 2 valuable to the student(s)
☐ 3 valuable to both

General Comments

.....

SECTION C: QUESTIONS FOR EDUCATION COMMUNITY

1. To what extent are the expectations that employers have for the public education system known and understood by the educational community? Please answer on a scale of 1 to 5 where 1 is not at all understood and 5 is very well understood.

Not at all understood	1 2 3	Very well understood	Don't know
	4 5 6		

2. How realistic are the expectations that employers have for the public education system?

Not at all realistic	1 2 3	Very realistic	Don't know
	4 5 6		

3. How well do teachers understand the needs of employers?

Not at all understood	1 2 3	Very well understood	Don't know
	4 5 6		

4. Do you think there is a common understanding among employers of the expectations that employers should have of the educational community?

Yes	1 2	No	Don't know
	3		

5. How should employers approach educators to develop an educational partnership?

Yes	1 2	No	Don't know
a) direct representations to teachers/principals	1 2 3		
b) mailings to a number of schools in the region they are interested in	1 2 3		
c) through a designated individual at each Board of Education	1 2 3		
d) through a designated individual at Alberta Education	1 2 3		
e) through agencies acting as clearing houses for educational partnerships	1 2 3		
f) other (please specify) _____			
g) other (please specify) _____			

6. What follows is a list of potentially negative consequences for schools of their increased involvement with employers. On a scale of 1 to 5, where 1 is not at all a concern to schools, and 5 is a significant concern to schools, how much concern do you have regarding:

Not at all a concern	1 2 3	Significant concern	4 5
a) influence business may have on students to buy a product	1 2 3 4 5		
b) increased demands on time	1 2 3 4 5		
c) transportation of students to work sites	1 2 3 4 5		
d) scheduling and timetabling	1 2 3 4 5		
e) involvement of employer in teaching process	1 2 3 4 5		
f) safety of students on site	1 2 3 4 5		
g) school's liability	1 2 3 4 5		
h) supervision requirements	1 2 3 4 5		
i) other (please specify) _____			
j) other (please specify) _____			
k) other (please specify) _____			

This image shows a full page of blank, lined paper. It features approximately 28 horizontal black lines spaced evenly across the page, typical of standard notebook paper. The lines are thin and dark, set against a plain white background. There is no handwriting or other markings on the page.